

## DRAYTONVILLE ELEMENTARY

2373 Wilkinsville Hwy.  
Gaffney, SC 29340

**GRADES** PK-5 Elementary School

**ENROLLMENT** 296 Students

**PRINCIPAL** Mrs. Janice G. Ford 864-487-1240

**SUPERINTENDENT** Dr. William B. James 864-902-3500

**BOARD CHAIR** Ms. Ola H. Copeland 864-489-9528

## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2004

#### ABSOLUTE RATING:

#### AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
8	53	43	0	0

#### IMPROVEMENT RATING:

#### UNSATISFACTORY

#### ADEQUATE YEARLY PROGRESS:

#### YES

This school met 13 out of 13 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**FOR MORE INFORMATION, VISIT WEBSITES AT:**

**[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)**

**[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2001</b>	Good	Average	N/A
<b>2002</b>	Good	Below Average	N/A
<b>2003</b>	Good	Unsatisfactory	Yes
<b>2004</b>	Average	Unsatisfactory	Yes

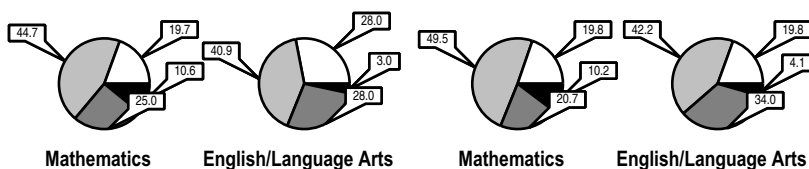
**DEFINITIONS OF DISTRICT RATING TERMS**

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

65.7%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts - State Performance Objective = 17.6%</b>									
All Students	137	100.0	28.0	40.9	28.0	3.0	40.2	Yes	Yes
<b>Gender</b>									
Male	68	100.0	36.9	41.5	20.0	1.5	29.2		
Female	69	100.0	19.4	40.3	35.8	4.5	50.7		
<b>Racial/Ethnic Group</b>									
White	122	100.0	25.4	41.5	29.7	3.4	42.4	Yes	Yes
African-American	14	100.0	53.8	30.8	15.4	0.0	23.1	I/S	I/S
Asian/Pacific Islanders	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not disabled	122	100.0	23.1	42.7	30.8	3.4	43.6		
Disabled	15	100.0	66.7	26.7	6.7	0.0	13.3	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	137	100.0	28.0	40.9	28.0	3.0	40.2		
<b>English Proficiency</b>									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	137	100.0	28.0	40.9	28.0	3.0	40.2		
<b>Socio-Economic Status</b>									
Subsidized meals	80	100.0	40.3	37.7	19.5	2.6	32.5	Yes	Yes
Full-pay meals	57	100.0	10.9	45.5	40.0	3.6	50.9		

<b>Mathematics - State Performance Objective = 15.5%</b>									
All Students	137	100.0	19.7	44.7	25.0	10.6	52.3	Yes	Yes
<b>Gender</b>									
Male	68	100.0	21.5	43.1	23.1	12.3	47.7		
Female	69	100.0	17.9	46.3	26.9	9.0	56.7		
<b>Racial/Ethnic Group</b>									
White	122	100.0	14.4	47.5	26.3	11.9	55.1	Yes	Yes
African-American	14	100.0	61.5	23.1	15.4	0.0	30.8	I/S	I/S
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not disabled	122	100.0	18.8	42.7	26.5	12.0	54.7		
Disabled	15	100.0	26.7	60.0	13.3	0.0	33.3	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	137	100.0	19.7	44.7	25.0	10.6	52.3		
<b>English Proficiency</b>									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	137	100.0	19.7	44.7	25.0	10.6	52.3		
<b>Socio-Economic Status</b>									
Subsidized meals	80	100.0	24.7	46.8	24.7	3.9	45.5	Yes	Yes
Full-pay meals	57	100.0	12.7	41.8	25.5	20.0	61.8		

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

**Abbreviations for Missing Data**

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

		<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>English/Language Arts</b>								
<b>2003</b>	<b>Grade 3</b>	53	100.0	22.9	31.3	45.8	N/A	45.8
	<b>Grade 4</b>	47	100.0	27.3	43.2	27.3	2.3	29.5
	<b>Grade 5</b>	55	100.0	25.0	56.3	18.8	N/A	18.8
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2004</b>	<b>Grade 3</b>	45	100.0	16.3	37.2	41.9	4.7	46.5
	<b>Grade 4</b>	50	100.0	36.0	36.0	28.0	N/A	28.0
	<b>Grade 5</b>	42	100.0	31.0	50.0	14.3	4.8	19.0
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
<b>2003</b>	<b>Grade 3</b>	53	100.0	20.8	37.5	29.2	12.5	41.7
	<b>Grade 4</b>	47	100.0	25.0	50.0	18.2	6.8	25.0
	<b>Grade 5</b>	55	100.0	25.0	50.0	20.8	4.2	25.0
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2004</b>	<b>Grade 3</b>	45	100.0	16.3	48.8	30.2	4.7	34.9
	<b>Grade 4</b>	50	100.0	16.0	50.0	22.0	12.0	34.0
	<b>Grade 5</b>	42	100.0	26.2	38.1	21.4	14.3	35.7
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 296)				
First graders who attended full-day kindergarten	100.0%	N/C	100.0%	100.0%
Retention rate	1.1%	N/A	3.0%	2.7%
Attendance rate	96.2%	Up from 96.0%	96.3%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%		5.2%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%		3.7%	3.5%
Eligible for gifted and talented	17.2%	Up from 16.7%	13.9%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	2.9%	Down from 3.6%	9.3%	8.2%
Older than usual for grade	0.7%	N/A	0.9%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%

Teachers (n= 24)				
Teachers with advanced degrees	66.7%	Down from 71.4%	48.7%	51.4%
Continuing contract teachers	87.5%	Down from 95.2%	89.4%	87.5%
Highly qualified teachers**	91.7%	N/A	94.3%	95.0%
Teachers with emergency or provisional certificates	0.0%		0.0%	0.0%
Teachers returning from previous year	90.8%	Up from 87.7%	86.5%	86.7%
Teacher attendance rate	93.2%	Down from 94.5%	94.9%	94.9%
Average teacher salary	\$43,940	Down 1.7%	\$40,355	\$40,760
Prof. development days/teacher	11.0 days	Up from 10.8 days	12.4 days	12.4 days

School				
Principal's years at school	10.0	Up from 9.0	4.0	4.0
Student-teacher ratio in core subjects	17.4 to 1	Down from 19.4 to 1	19.3 to 1	18.9 to 1
Prime instructional time	87.4%	Down from 89.2%	90.1%	90.0%
Dollars spent per pupil*	\$5,569	Down 5.9%	\$5,819	\$6,044
Percent of expenditures for teacher salaries*	68.2%	Up from 68.0%	65.3%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	96.3%	Down from 98.2%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Good	N/A	Good	Good

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	100.0%	92.0%
Highly qualified teachers in high poverty schools**	93.8%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

\*\*NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Draytonville Elementary School's mission, in partnership with family and community, is to provide first-class educational programs that ensure that all students acquire the skills needed to reach their maximum potential in an ever-changing world. The mission provides focus for everything we do. We are proud to have continuing accreditation through the Southern Association of Colleges and Schools.

Our school enjoyed much success last year through the hard work of our teachers and students; but as accountability requirements rise, we must work even harder. The teachers participated in many days of staff development last year to learn how to help each child learn best. Training was conducted in the following areas: AIMS mathematics, balanced literacy, writing instruction, and the integration of technology.

A national consultant and writer worked with the faculty for four days on strategies for teaching writing.

We are fortunate to have strong, dedicated teachers and support personnel. Mrs. Vicki Patterson was chosen Teacher of the Year, and Mrs. Brenda Cole was selected as Reading Teacher of the Year. Mrs. Kim McDowell served on the district committee to create the new English/Language Arts curriculum guide.

Our school, a Title I school-wide project, made Adequate Yearly Progress last year meeting 13 out of 13 goals. We continue to strive to meet the needs of each student.

We are supported by a strong PTO and School Improvement Council. Parents and community members contribute to our school in many, many ways. We invite you to become a part of our school family.

Janice G. Ford, Principal  
Becky Braswell, SIC chairman

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	20	38	22
Percent satisfied with learning environment	100.0%	77.8%	95.0%
Percent satisfied with social and physical environment	100.0%	86.8%	90.5%
Percent satisfied with home-school relations	85.0%	86.8%	81.0%

\*Only students at the highest elementary school grade level at this school and their parents were included.